

General Education Oversight Committee (GEOC)

Status and Actions AY 2020-2021

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Executive Summary

The routine duties of the General Education Oversight Committee (GEOC) include the following: review proposals to add courses to, delete courses from, and revise courses within, the General Education Curriculum; review proposals to teach General Education courses during intensive session; fund innovative proposals in the Provost's General Education Course Enhancement Grant Competition; assess whether the goals of General Education Curriculum components are met; and consider whether selected courses within the curriculum are aligned with the University's criteria for General Education courses.

This AY year, the committee acted on 127 course proposals, funded 6 proposals for innovation in the curriculum, and considered whether 24 courses from 15 departments were aligned with the criteria for their component of the curriculum. Three GEOC representatives attended the virtual Association of American College & Universities (AAC&U) conference on General Education and Assessment in February.

GEOC continues to monitor the number of seats offered for Environmental Literacy to better understand the possible need for new EL courses or additional seats. Chair Wagner continues to coordinate conversations about possible synergies between work on the Delta 2 GE and LTE task forces and GEOC. Despite Covid-19, the committee conducted business as normal.

Status

The current General Education curriculum has been in its present form for a decade and a half. Its genesis was the Taskforce on General Education Report of 2000, which launched a transformative faculty-led initiative aimed at creating a strong undergraduate curriculum across the University. This initiative was completed and approved in 2004 for the 2005-2006 academic year. As set out in Senate By-Laws, Rules, and Regulations II.C.2. General Education Requirements (which were revised this year), the curriculum consists of four content areas (Arts and Humanities; Social Sciences; Science and Technology; Diversity and Multiculturalism) and four competencies (Writing, Quantitative Skills, Second Language Proficiency, and Information Literacy) and Environmental Literacy). Environmental Literacy, added February 2018 and implemented Fall 2019, is the newest addition to the General Education Curriculum. The General Education Oversight Committee (GEOC) is formally a subcommittee of the Senate Curricula and Courses Committee. GEOC is charged with 1) proposing to the Senate goals and objectives of the Content Areas and Competencies; 2) proposing policy regarding the University-wide General Education program; 3) reviewing proposals for including, revising, deleting, and offering in intensive sessions of four weeks or less, courses that are in the General Education Curriculum; 4) reporting on enrollment in courses in the General Education Curriculum and how the courses are staffed; 5) monitoring courses in the General Education Curriculum to ensure that they continue to meet curricular goals and objectives approved by the Senate, and recommending removal of courses from the General Education Curriculum that no longer meet these criteria; and, 6) reviewing the General Education Curriculum to ensure that its goals and objectives are aligned with the academic plan of the University.

GEOC is a faculty committee. Voting members are typically assigned to be chairs or co-chairs of one of the nine GEOC Subcommittees, each corresponding to a content area or competency in the General Education curriculum. GEOC also has an undergraduate student member. Two non-voting ex-officio members of the GEOC can represent the Quantitative Center and the Writing Center, which support student and faculty development in competencies identified as particularly crucial to the success of general education. During the AY 2020-2021 only the Writing Center was represented in meetings.

Chair Wagner and the Director of the Q Center, Amit Savkar, met on an ad hoc basis. Representation from the First Year Writing (FYW) Program was added two years ago, and was formalized in the Rules and Regulations under the previous chair. A representative from FYW was present at GEOC meetings.

In April 2021, the University Senate also voted to approve the addition of one ex-officio member that would collectively represent the five Social Justice, Diversity, and Intersectionality Institutes: Africana Studies Institute, Asian and Asian American Studies Institute, Center for Judaic Studies and Contemporary Jewish Life, El Instituto, and Women, Gender, and Sexuality Studies Program. This member will soon be selected.

A representative of the Senate Curricula and Courses Committee also serves as a non-voting ex-officio member of the GEOC. During the AY 20/21 Chair Wagner attended Senate C&C meetings as ex officio member.

Actions 2020-2021

Routine actions continued as in prior years. From April 28, 2020 to April 26, 2021, the committee acted on 127 course proposals (9 fewer than last year), funded six proposals for innovation in the curriculum, and considered whether 24 courses from 15 departments were aligned with the criteria for their component of the general education curriculum.

In 2018-2019, under the leadership of Eric Schultz, then GEOC chair, an assessment of the Quantitative Literacy Competency was conducted by Eric Loken, Neag School of Education. In 2019-2020, the committee received and discussed the assessment report based on structured interviews of instructors and teaching assistants of selected courses, focusing on introductory courses that are important for students in non-quantitative majors. This year, the Q subcommittee determined that a working group should be formed to revise the Q criteria. Due to the pandemic, the Q working group was only constituted at the end of the AY 20/21. More details are provided below.

GEOC has now had an Environmental Literacy subcommittee for three years. This committee has approved 72 EL courses, including 10 EL courses during the AY 20/21 to help students fulfill the EL General Education component. Three courses were also declined for the EL designation because GEOC did not believe they met the Senate-approved criteria.

In light of the First Year Writing (FYW) Program's transition to a new course, ENGL 1007, in 2019/20, the question arose as to whether GEOC had oversight over FYW courses. A representative from FYW was previously added to the committee in an ex-officio role, but the question remained as to whether FYW was actually part of General Education or only related to it. While FYW courses are prerequisites to all W courses, they are not themselves considered W courses. On the other hand, FYW has typically been used to satisfy Information Literacy requirements, and the four credits of FYW appear to be included when calculating the 40 credits of General Education required by UCONN's original accrediting body, the New England Association of Schools and Colleges (NEASC). In consultation with the Senate Executive Committee (SEC), it was determined that GEOC should review and provide oversight for FYW courses. Additionally, a working group is being formed with the following charge: "The FYW working group will review GEOC guidelines and the Senate By-Laws and bring back to GEOC proposals to modify them so that it is clear FYW is part of the University General Education Program." This work was started in the AY 2020/21 and will continue into AY 2021/22.

In 2019/20 in agreement with the SEC, GEOC convened a working group - led by Tom Scheinfeldt and Brenda Brueggemann - to review the state of the Information Literacy Competency at UCONN and provide recommendations for further steps. In its last meeting in AY 2019/20, on April 27, 2020, GEOC voted (7 in favor, 1 opposed, 1 abstention) on the following motion: "GEOC moves that we

make IDML a competency on a par with Q, W, and (upcoming) E courses ; to wit, introduce a new designation (say, 'L') for IDML. We recommend allowing for the possibility of courses to carry other designations." (Note that IDML stands for Information, Digital , and Media Literacy). The SEC charged Delta 2GE with the task to recommend how IDML can be integrated in the new General Education Proposal. Further information will be provided below.

As a curriculum review committee, GEOC also periodically considers issues and policies related to both the General Education curriculum and course policy more broadly. While some topics are still under consideration, GEOC has discussed the following this year.

- Adding a non-voting member from the Social Justice, Diversity, and Intersectionality Institutes (Africana Studies Institute, Asian and Asian American Studies Institute, Center for Judaic Studies and Contemporary Jewish Life, El Instituto, and Women, Gender, and Sexuality Studies Program)
- Number of EL seats
- Procedures for de-designating General Education courses
- General Education in times of Covid-19, especially with regard to Diversity, Equity, and Inclusion
- Creating awareness around the EL requirement (Meeting with University C&C Chairs)
- Promoting a better understanding of the role of General Education among students
- Providing more information on General Education Criteria for faculty and staff on the GEOC website
- Revising procedures of reviewing courses for alignment
- Revising procedures of Provost General Education Course Enhancement competition
- General Education and Career Development; Guest: Nancy Bilmes, Director of the Center for Career Development
- Stream-lining of the course submission process and proposing changes to the CAR systems
- Meeting W requirements in 1-credit W courses
- Discussion of Intensive Session courses
- Staffing of GEOC courses
- Environmental Literacy advising, waivers, and enrollment concerns
- Requirement/recommendation to include Gen Ed goals and criteria in syllabi
- Potential issues with intensive session courses

Finally, GEOC remained closely engaged with the Delta2 GE Task Force's work toward revising the structure and content of General Education at the University.

General Education Course Portfolio

Status

As of April 2021, the General Education curriculum now contains courses bearing 868 content area designations and 646 writing, quantitative, and second language competency designations (Table 1). Additionally, 10 Environmental Literacy designations were added to the curriculum for a total of 72.

Table 1. Distribution of General Education courses as of the April 2020 University Senate meeting.

Content Area/Competency	1000-level courses 2020-21	2000-level courses 2020-21	Total # of courses 2020-21	Percentage at 1000-level	Percentage at 2000-level
CA1 Arts & Humanities	118	95	328	36%	29%
CA2 Social Sciences	53	27	115	46%	23%
CA3 Science & Technology	31	12	45	68%	27%
CA3 Science & Technology – Lab	33	2	35	94%	6%
CA4 Diversity & Multiculturalism	34	44	177	19%	25%
CA4 Diversity & Multiculturalism – Int'l	58	35	168	35%	21%
Total content area courses	327	215	868	38%	25%
Q Quantitative Competency	42	25	85	49%	29%
Second Language	35	0	35	100%	0%
W Writing Competency	27	91	526	5%	17%
Total competency courses	104	116	646	16%	18%
E Environmental Literacy	15	29	72	21%	40%

Please note that entries in the table are current course totals for all content area and competency courses, as well as percentages for courses in those categories at the 1000- and 2000- level. Number column totals exceed the number of courses in the curriculum because some courses have multiple designations or cross-listings.

Please also note that past reports have simply taken the numbers from the previous reporting year and then adjusted them based on additions and deletions from the current year. Given that this has been the practice for at least a decade, however, it was assumed that calculation errors may have compounded by now. This year the numbers were calculated from scratch based on a comprehensive list of Gen Ed courses that can be found on GEOC's website. As predicted, the numbers were off, sometimes significantly. This is likely due to changes from year to year about whether cross-listed courses were counted as one course or multiple courses. For the sake of simplicity, the numbers have been updated accordingly to include cross-listings as multiple courses. Table 2 tallies the course actions from this year.

Actions 2020-2021

As of mid-April in AY 2020-2021, GEOC received 127 course proposals (9 fewer than last year). These proposals have thus far resulted in the addition of 69 new courses or new Gen Ed designations to the curriculum, the revision of 36 existing courses, four course deletions, and eight courses approved for intensive session offering (Table 2). Sixteen course proposals are still in the GEOC review process, meaning that they are in one or more of the GEOC subcommittees. Three of these courses were just added to the docket. Many of the other courses will either be acted on during the last GEOC meeting unless open questions cannot be resolved between the subcommittees and the proposers. (**Note that some proposals may serve multiple functions, so the totals do not add to 127. Some courses are usually also rolled over from the previous year due to the timing of receiving the requests*).

The W subcommittee continues to experience a high volume of Course Action Requests (CARs) to both add and revise W courses. The subcommittee added several members this year to help handle the workload, including some members from regional campuses.

Departments also continue to add Environmental Literacy (EL) courses, and there are currently 72 courses approved for EL in all (see Table 4). EL courses are available at all UCONN campuses (Table 3) and are included in each component of the General Education curriculum, with the exception of Content Area 3 lab courses. (Although a course for CA3-Lab is currently being reviewed by GEOC.)

Table 2. General Education course additions, revisions and deletions approved by the Senate in AY 2020-2021*. Number column totals exceed the number of courses in the curriculum because some courses have multiple designations.

Content Area/Competency	Additions	Revisions	Deletions	Intensive	TOTAL
CA1 Arts & Humanities	14	5	2	4	25
CA2 Social Sciences	11	1	2	4	18
CA3 Science & Technology	0	1	0	0	1
CA3 Science & Technology – Lab	0	1	0	0	1
CA4 Diversity & Multiculturalism	3	1	0	3	7
CA4 Diversity & Multiculturalism – Int'l	11	3	0	1	15
Q Quantitative Competency	0	4	0	0	4
W Writing Competency	23	24	6	0	53
Second Language*	0	0	0	0	0
E Environmental Literacy	10	2	0	4	16
TOTAL:	72	42	10	16	140

GEOC began reviewing Second Language (SL) courses in 2018-19.

*NOTE: The totals also include courses approved at the final University Senate meeting of Spring 2020 (5/4/20) that were not captured in the 2019-20 GEOC Annual Report.

From the first discussions about adding the EL component, there have been concerns about the University's capacity to provide a sufficient number of instructional 'seats' to meet the need.

Table 3 provides an overview of the Spring 2021 enrollment capacity for EL Courses. For example, Avery Point had 196 seats available, 130 were taken, and 66 seats - or 33% - were left open. In short, Avery Point appears to be in good shape with regard to capacity. Enrollment at the other campuses was much tighter. Storrs had only 105 (4%) of seats remaining, Waterbury had 4 seats (3%), Hartford had 2 seats (.1%), and Stamford was over-enrolled by 2.

Table 4 shows the current enrollment of students for Fall 2021 prior to Orientation when incoming First Year students will register for their classes. It should be noted that only two cohorts of students are currently required to take an EL course. Most campuses appear to have at least 30% capacity still left, except for Stamford, which only has 15%. Given that Stamford had to over-enroll in Spring 2021, the trend appears to be that Stamford needs more capacity. (Fall 2020 data show that Stamford had one seat left unfilled.)

Regarding capacity, Mansour Ndiaye, Assistant Dean and Executive Director, CLAS Academic Services Center has noted:

“Although all incoming students must meet the EL requirement, they do not need to all do so in their

first semester or year. The expectation is that they fulfill the requirement any time prior to graduation unless they are in degree programs where certain key EL courses are pre-requisites to higher level courses in the major.

Based on the total number, and increasing level of seats offered each semester, we have capacity to ensure that students will be able to meet this new requirement without any impact regarding time-to-degree.

There are however more pressing concerns at some of our regional campuses (e.g., Stamford).”

The last column of Table 4 shows enrollment numbers for Summer 2021 EL courses. There are plenty of seats left open in the summer still, but students often cannot use financial aid to take these classes, so UCONN needs to ensure adequate capacity in the Fall and Spring semesters for EL courses so that students are not forced to spend extra money to meet this Gen Ed requirement.

Table 6 provides an additional detailed breakdown of enrollment in currently approved EL courses across campuses for the 2020-2021 AY. A total of 5717 seats were filled across the university, 4617 at Storrs in the Fall and Spring, and 970 at the regional campuses together. This is a 32% increase at Storrs since 2019-20, and a 69% increase at the regional campuses. The projected need had been about 4000 seats a year.

Table 3. Enrollment in EL Courses, Spring 2021

	Sp21 Caps	Sp21 Enrolled	Sp21 Remaining
Avery Point	196	130	66 (33%)
Hartford	212	210	2 (.1%)
Stamford	186	188	-2 (0%)
Storrs	2739	2634	105 (4%)
Waterbury	136	132	4 (3%)

Table 4. Current Enrollment in EL Courses for Summer & Fall 2021, Prior to First Year Enrollment

	F21 Caps	F21 Enrolled	F21 Remaining	Sum21 Seats Remaining
Avery Point	135	91	44 (33%)	No classes
Hartford	194	134	60 (30%)	35 (97%)
Stamford	200	196	31 (15%)	18 (72%)
Storrs	2588	1636	952 (37%)	572 (60%)
Waterbury	125	48	77 (61%)	No classes

Additionally, one EL-approved course is already offered for ECE credit: NRE 1000E. According to ECE, the course is offered in at least 70 high schools, and 96 instructors have been certified to teach the course. In AY 2020-2021, 195 students transferred this class for credit.

GEOC continues to monitor the situation closely. Chair Wagner engaged in regular meetings with Mansour Ndiaye, CLAS Assistant Dean for Advising and Enrollment Oversight, and communicated with colleagues at the regional campuses.

Table 5. Campuses at which Environmental Literacy courses will be taught. The number of courses that have been approved or are still under consideration are listed for each campus. Some courses are available at multiple campuses.

Courses by campus	Approved	In progress
Avery Point	18	4
Hartford	10	1
Stamford	7	1
Storrs	51	4
Waterbury	8	1

Table 6. Enrollment of students in existing courses that are approved for Environmental Literacy by campus. Entries are the sum of the number of students in EL courses for the past academic year. Storrs data is broken up into Fall 2020 and Spring 2021 semesters. Regional campus data is compiled into one column each for the 2020-2021 academic year.

Subj	Numb	Title (Additional Content Areas & Competencies, if applicable)	Storrs Fall 2020	Storrs Winter 2021	Storrs Spring 2021	AP 20-21	Hart 20-21	Stam 20-21	Wtby 20-21
AH	3175E	Environmental Health	68						
AMST	3542E	New England Environmental History				7			
ANTH	1010E	Global Climate Change and Human Societies (CA2, CA4-INT)	120		125				
ANTH	3340E	Culture and Conservation (CA2, CA4-INT)			19				
ARE	1110E	Population, Food and the Environment (CA2)	79		79				
ARE	3434E	Environmental and Resource Policy			51				
ARE	3437E	Marine Fisheries Economics and Policy							
ARE	4438E	Valuing the Environment	15						
ARE	4462E	Environmental and Resource Economics			24				

ECON	1107E	Honors Core: Economics, Nature, and the Environment							
ECON	2467E	Economics of the Oceans				2			
ECON	3466E	Environmental Economics	26	19	35				
EEB	2100E	Global Change Ecology (CA3)	121			22	50	30	
EEB	2208E	Introduction to Conservation Biology (CA3)			144				
EEB	2222E	Plants in a Changing World			146				
EEB	2244E	General Ecology	98		58	16	22		9
EEB	2244 WE	General Ecology	68		34				
EEB	3205E	Current Issues in Environmental Science (CA3)							
ENGL	2635E	Literature and the Environment (CA1)	36						
ENGL	3240E	American Nature Writing	30		30				
ENGL	3715E	Nature Writing Workshop	15		15				
ENVE	1000E	Environmental Sustainability (CA2)			91				
ENVE	2310E	Environmental Engineering Fundamentals	73		90				
ENVE	3110E	Brownfield Redevelopment							
ENVS	3110E	Brownfield Redevelopment							
EVST	1000E	Introduction to Environmental Studies (CA2)	240		41		74	30	

EVST	3110E	Brownfield Redevelopment							
EVST	3340E	Culture and Conservation (CA2, CA4-INT)							
GEOG	1300E	Weather, Climate and Environment (CA3)			125				
GEOG	2300E	Introduction to Physical Geography	63		126				
GEOG	2310E	National Parks Unearthed: Geology and Landscapes through Time			19				
GEOG	2320E	Climate Change: Current Geographic Issues (CA2)	139		156				
GEOG	2400E	Introduction to Sustainable Cities (CA2, CA4-INT)	39	59		23	30		
GEOG	3410E	Human Modifications of Natural Environments			60				
GERM	2400E	The Environment in German Culture							
GSCI	1000E	The Human Epoch: Living in the Anthropocene (CA3)	182	11	219	26	23	27	25
GSCI	2310E	National Parks Unearthed: Geology and Landscapes through Time			61				
HDFS	2142E	Exploring Conservation and Sustainability with Preschoolers							
HIST	2210E	History of the Ocean (CA1)		41	19				
HIST	2222E	Global Environmental History (CA1, CA4- INT)	225						

HIST	3540E	Environmental History of the Americas (CA1, CA4)			30				
HIST	3540 WE	Environmental History of the Americas (CA1, CA4, W)							
HIST	3542E	New England Environmental History			35	10			
JOUR	3046E	Environmental Journalism	13						
LAND	2210E	Common (Shared) Landscape of the USA: Rights, Responsibilities & Values (CA1)	42				31		
LAND	3230 WE	Sustainable Environmental Planning and Landscape Design			19				
MARN	1001E	The Sea Around Us (CA3)			61				
MARN	2801 WE	Marine Sciences and Society (W)			2	15			
MARN	3000E	The Oceans and Global Climate (CA3)			16	6			
MAST	1001E	The Sea Around Us (CA3)							
MAST	1300E	People and Society in the Maritime Environment				35			
MAST	2210E	History of the Ocean (CA1)				12			
MAST	2300E	Marine Environmental Policy				10			
MAST	2467E	Economics of the Oceans							
NRE	1000E	Environmental Science (CA3)	199		200		50	144	141
NRE	1235E	Environmental Conservation (CA1)			80				

NRE	2215E	Introduction to Water Resources			55				
NRE	2600E	Global Sustainable Natural Resources (CA4-INT)			79				
NRE	3245E	Environmental Law							
NURS	4250E	Public Health Nursing							
PHAR	1001E	Toxic Chemicals and Health (CA3)			197				
PHIL	1108E	Environmental Philosophy							
PHIL	3216E	Environmental Ethics							
PHIL	3216 WE	Environmental Ethics (W)							
PHYS	1040QE	Cosmic Origins of Life (CA3, Q)						100	
POLS	3240E	Environmental and Climate Justice (CA2)							
PSYC	3104E	Environmental Psychology							
SOCI	2701E	Sustainable Societies			44				
SOCI	2705E	Sociology of Food			24				
SOCI	2709 WE	Society and Climate Change	16						
SPSS	2100E	Environmental Sustainability of Food Production in Developed Countries	76						
SPSS	2500E	Principles and Concepts of Agroecology			34				
TOTAL			1983	130	2634	184	280	331	175

Intensive Session Offerings

Status

GEOC reviews proposals to offer existing General Education courses in intensive sessions (4 weeks or less). Courses are approved either fully or provisionally, depending on the measure of assurance GEOC has that the General Education objectives of a given course can be maintained in the intensive course

format. In the past, GEOC used to collect faculty reports on provisionally approved intersession courses offered more than two times in a condensed format and used this information to determine whether a course should be re-categorized to “fully approved.” Over the past several years, GEOC had been less inclined to issue provisional approvals but has instead opted for full approvals in all cases when appropriate; courses that were in question might simply be declined or sent back for revision.

Recently, however, GEOC members have expressed some concerns about the intensive session format in general and appear to be leaning back toward provisional approvals. In some cases, GEOC has been reluctant to approve proposals at all.

Since 2005, GEOC has approved 98 intensive session proposals. Three courses remain on the provisional approval list.

Actions 2020-2021

GEOC approved the following courses for intensive session offering:

- ☐ ANTH 1010E Global Climate Change and Human Societies
- ☐ ART 3375 Indian Art and Popular Culture
- ☐ ARTH/AMST/DMD 3570 History and Theory of Digital Art
- ☐ EPSY 2450 Whole Child, School, and Community: Linking Health and Education
- ☐ EVST 1000E Introduction to Environmental Studies
- ☐ HIST 1200 World History, 1200-1800
- ☐ HIST 2210E History of the Ocean
- ☐ HIST 3554 Immigrants and the Shaping of U.S. History
- ☐ NRE 2215E Introduction to Water Resources
- ☐ POLS 3240E Environmental and Climate Justice
- ☐ PSYC 2101 Introduction to Multicultural Psychology
- ☐ SOCI 1251 Social Problems
- ☐ URBN 1300 Exploring Your Community

General Education Course Enhancement Grant Competition

Status

The annual Provost’s General Education Course Enhancement Grant Competition (also known as the Provost’s Competition) is designed to promote the ongoing enhancement, innovation, renewal, and academic rigor of the content and teaching of UCONN’s General Education curriculum. Since 2004, this grant program has tremendously enriched UCONN’s General Education program by positively encouraging the development of courses that support GEOC’s goals for continuous improvement and renewal of General Education. In 2016-17 the maximum award was adjusted upwards to \$7500. The competition has also changed from a two-year grant to a one-year potentially-renewable grant, partially due to concerns about encumbering money in future fiscal years, and partially to allow GEOC to assess the progress of awardees before additional funds are offered. Proposals are reviewed by a panel of faculty and representatives from GEOC subcommittees, the Instructional Design and Development Group in the Center for Excellence in Teaching and Learning, and a pool of previous competition winners.

Actions 2020-2021

In light of the university’s efforts to create a new general education curriculum and to address areas in need of additional courses, GEOC solicited in the call for proposals courses that enhanced offerings in the following areas:

- 1) Courses that focus on the critical exploration of racism and colonialism; that promote antiracist and decolonial pedagogies; and that encourage students to take active roles in initiatives related to equity and social justice
- 2) Courses that integrate lessons learned from the switch to online learning due to the pandemic (including best practices in online education, flipped classrooms, etc.)
- 3) Environmental Literacy (EL) courses
- 4) Courses that emphasize Life-Transformative Education practices (<https://lte.UCONN.edu/about/>), integrative learning or incorporate high-impact practices
- 5) Courses that critically examine the role of governments, scientists, research, pharma corporations, and/or the roles and responsibilities of citizens in protecting the public health

Nine proposals were submitted (six fewer than last year), of which six were awarded funding (Table 7). Proposals came from eleven different departments across the College of Liberal Arts and Sciences, the College of Agriculture, Health, and Natural Resources, and the School of Fine Arts.

Table 7. Recipients of 2020-2021 General Education Course Enhancement Grant Competition funds

Proposer(s)	Course #	Course Title	General Education	New or Revised Course	New funds or renewal
Dwight Codr, Jean Marsden & Clare Costley King’oo	ENGL 2XXX	The British Empire and its Critics	CA1	New	New
Tom Deans, Scott Campbell & Kyle Barron	ENGL 2XXXWE	Writing, Rhetoric, and the Environment	W, E	New	New
Anna Mae Duane	AMST/ENGL 3XXX	Race, Science, Fiction	CA1, CA4, W	New	New
Sherry Zane & Anne Gebelein	AASI/AFRA/AMST/LLAS /WGSS 1XXX	Exploring American Identities: From Theory to Practice	CA4	New	New
Kathryn Moore	ARTH 2XXX/W	Global Jerusalem	CA1, CA4, W	New	New
Gary Robbins	NRE 2215E	Development of Video Simulators to Enhance Water Resources Education	EL	Revised	New

Assessment of General Education Components

Status

Components of the General Education curriculum (but not the curriculum as a whole) have been assessed to varying degrees. Assessment is conducted in a four-phase framework that was outlined in the GEOC Annual Report of 2009-2010. Briefly, assessment of the content area or competency begins with inquiry into whether key courses identify student learning outcomes that are aligned with General Education goals, followed by communications with faculty and students, development of tools to assess learning outcomes, measurement of student learning based on classroom work in key courses, and finally the dissemination of assessment tools to other courses and recommendations of changes to instruction based on assessment findings. Progress through the phases has not been uniform (General Education Assessment Task Force 2016). Two content areas are at initial stages only; none have completed all four phases. By contrast, W courses have been subjected to rigorous assessment in selected academic programs (W Course Taskforce 2011, Deans 2014).

Actions 2020-2021

In 2017-2018, GEOC initiated assessment of the Q competency. GEOC is particularly interested in the Q competency courses that enroll a high number of students outside of STEM fields. For such students, these courses provide unique opportunities for quantitative reasoning. A Q Competency Assessment group identified a list of six key courses to evaluate in the initial phase of assessment: CHEM 1127Q, COMM 3000Q, LING 2010Q, MATH 1070Q, PHYS 1010Q, and STAT 1000Q. The expertise of Eric Loken (EPSY) was secured, and he conducted interviews with instructors and teaching assistants of these courses, at Storrs and regional campuses, asking how instructors of Q courses understood the goals of the Q component and how it related to their course design, assignments and interactions with students. Loken submitted a report of his work to Chair Wagner in November 2019. The report was then reviewed by the Q subcommittee which in turn submitted a report to GEOC. Below is an excerpt of the report summarizing the Q subcommittee's recommendations, submitted at the end of AY 2019/20.

- (1) In order to raise awareness of the Q criteria among both instructors and students, we strongly suggest that instructors of Q courses include the Q criteria in their course syllabi.
- (2) In order to raise students' awareness of resources that are available to support their learning, we strongly suggest that instructors of Q course include information about the Q Center and other relevant resources in their course syllabi.
- (3) Students with "math anxiety" may be in particular need of support. The Q Center might offer such services (such as training or counseling) with the support of GEOC. In principle, the Q center offers support with all of the fundamental Q courses in Mathematics, Physics, Chemistry, and Statistics. The Q center offers one-on-one tutoring, but the Q Center tutoring is meant to support in-class learning and instruction. Currently they do not have the staff or resources to specifically address the problem of math anxiety.
- (4) Suggest the instructor to add optional questions regarding whether the course achieves the Q learning objectives in the Student Teaching Evaluation Form. This aims to collect student

feedback, which is important but completely lacking in the current assessment report. We ask GEOC to consider how to best implement this and how to collect and utilize the information. This may apply to other designations. Alternatively, GEOC can periodically carry out a survey of such courses with the help of CETL and UITS to gather the information.

- (5) Although the committee does not feel that a major revision of the Q criteria is necessary at this time, we believe it may be necessary to revisit the issue of the balance between “hand calculations” and the use of software in Q courses, particularly with the rise of big data and artificial intelligence. We will look into this issue. “

Due to the regular workload of the subcommittee during a pandemic, the subcommittee continued its deliberation concerning their final recommendations with regard to Q criteria later in AY 2020/21. It became clear that it would be beneficial to engage in a bigger conversation and to also include colleagues from social sciences. Therefore, a working group is being formed to come up with recommendations concerning Q criteria.

The Information Literacy (IL) Competency is perhaps the one most in need of revision. Therefore, last year, Tom Scheinfeldt, current and outgoing co-chair of the IL subcommittee, was asked to convene and co-chair a working group with the IL subcommittee co-chair, Brenda Brueggemann, to come up with preliminary recommendations concerning the role of IL at UCONN. Currently, students are exposed to IL as part of First-Year Writing courses in collaboration with the staff of the University Libraries. Additionally, each department has the responsibility for articulating a plan for the advanced IL instruction that is reflected in this coursework. These departmental plans, most of which were adopted well over a decade ago, have only rarely been updated and oversight of the IL component has been limited in recent years. According to the working group “teaching students how to locate, understand, evaluate, and synthesize the sheer volume of information available to them within and across academic fields, as well the information that appears on social media and other media outlets, has become especially important in our information-saturated culture.” The report describes how UCONN’s current approach to information literacy has lacked in rigor. The working group therefore outlined different options of how IL, in a more complex form integrating Digital, Information, and Media Literacy, could be integrated in the UCONN general education curriculum. One option would be to create a new “L” course requirement within the general education curriculum; another possibility would be to incorporate IL within the requirements for the other four existing GEOC competencies (e.g. Quantitative, Second Language, Writing, and Environmental); a third option would be to incorporate IL within the requirements for the existing GEOC content areas. The working group concluded that removing IL from the general education curriculum and GEOC’s purview altogether and leaving it up to individual departments to teach IL was a final option. Upon reading the report, the SEC charged GEOC to come up with recommendations vis á vis the different options outlined in the report. In its last meeting in the AY 2019/21, GEOC voted (7 in favor, 1 opposed, 1 abstention) on the following motion: “GEOC moves that we make IDML a competency on a par with Q, W, and (upcoming) E courses ; to wit, introduce a new designation (say, ‘L’) for IDML. We recommend allowing for the possibility of courses to carry other designations.” (Note that IDML stands for Information, Digital , and Media Literacy). In April 2020, the SEC charged Delta 2GE to come up with a recommendation of how to integrate IDML in the new General Education Curriculum. Tom Scheinfeldt was nominated to the Delta 2GE Taskforce and has led this initiative during this AY. Deliberations are ongoing but should be finalized soon.

General Education Course Alignment

Status

GEOC's charge includes "monitoring periodically courses that satisfy General Education requirements to ensure that they continue to meet the criteria adopted by the Senate". Given the large number of courses that comprise the General Education Curriculum, it is not possible for GEOC to examine each course. It instead has developed a stratified sampling design, wherein courses are chosen within each subject area that is revisited on a six-year cycle. (Initially a five-year cycle was envisioned, but GEOC redesigned the plan two years ago to accommodate an increasing number of subject areas, and particularly the large number of subject areas within the LCL department). Within each subject area, courses are selected by consultation between GEOC and the department according to a combination of factors such as enrollments, content area and competency designations, and regional campus offerings. Details on the course selection process are described in Appendix A.

Information on each selected course is provided by the department and includes instructional patterns, the professional rank of instructors, and at least a sample of recent syllabi. Additional information is submitted according to content area and/or competency, so that GEOC can assess whether the selected course continues to be consistent with the criteria for each component of the General Education Curriculum.

This monitoring process has multiple benefits. Over the years, GEOC has acquired information on how well the components of the General Education Curriculum continue to follow the guidelines that have been set out for it. For departments, the process is an occasion to reconsider their General Education offerings, and frequently results in proposals to add, revise, or delete courses. For this reason the process is referred to as an alignment. Historically, if a course is determined by GEOC to not be aligned, no action is taken beyond identifying specific issues with the department, and notifying the University community. A change to the By-Laws last year, however, now allows GEOC to strip a course of its Gen Ed designation if the course cannot be brought into alignment with the help of the department. The process was finalized this AY. For details see Appendix B.

Actions 2020-2021

Twenty-four courses from fifteen departments were submitted for alignment this year (Table 8). As has been the case in recent years, GEOC found that all content area courses were generally aligned upon review of the material submitted by departments, but that some W courses did not align for various reasons, mainly having to do with specific items missing from syllabi submitted.

Table 8. Courses reviewed for alignment.

Subject Area(s) ¹	Course Number	Course Title	Content Area and/or Compet.	Aligns ?
ANTH	3401	World Religions	CA1, CA4-INT	Y, Y
ANTH	1006	Introduction to Anthropology	CA2, CA4-INT	Y, Y
ANTH	3028W	Indigenous Rights and Aboriginal Australia	CA4-INT, W	Y, N

BIOL	1108	Principles of Biology II	CA3	Y*
CHEG	4143W	Chemical Engineering Capstone Design II	W	Y
DGS	4234W	Diagnostic Molecular Technologies	W	Y
DIET	3231W	Writing for Community Nutrition Research	W	Y
DRAM	1110	Introduction to Film	CA1	Y*
DRAM	3133	Latina/o Theatre	CA4	Y
DRAM	4711W	The Director in the Theatre	W	Y
EDCI	2100	Power, Privilege & Public Education	CA2, CA4	Y, Y
EDCI	3100W	Multicultural Education, Equity and Social Justice	W	Y
EEB	2202	Evolution & Human Diversity	CA3, CA4-INT	Y, Y
EEB	2245W	Evolutionary Biology	W	N
GSCI	4050W	Geoscience and Society	W	N
HEJS	2104	Modern Jewish Thought	CA1, CA4	Y*, Y
MCB	1405	Honors Core: The Genetics Revolution in Contemporary Culture	CA3	Y
MCB	4997W	Honors Research Thesis in Molecular and Cell Biology	W	N
PHIL	1106	Philosophy and Gender	CA1, CA4	Y, Y
PHIL	2211Q	Symbolic Logic I	Q	Y
PHIL	3225W	Analysis and Ordinary Language	W	Y
PHRX	4001W	Current Topics in Pharmacy	W	N
PNB	4297W	Senior Research Thesis in Physiology and Neurobiology	W	N
SLHS	4254W	Intro Lang Disorder Children	W	N

Key: Y = Yes, N = No, Y* = Aligned but may need slight revision or there was recommended feedback

¹ NOTE: Several subject areas were due for alignment but submitted no courses because there were no eligible courses to review (ASLN, CE, EGEN, MKTG, MLSC, & URBN). GSCI and PHAR were aligned this year after having deferred alignment last year.

De-Designation

GEOC and the Senate Curricula and Courses Committee recently approved a procedure for de-designating unaligned courses. If a course is unable to meet alignment standards after extensive

communication and consultation with the department, GEOC will initiate the de-designation procedure. There are separate procedures for when a decision about course alignment is contested by the department versus when it is uncontested.

For example, MUSI 3371Q was deemed to be unaligned with Q criteria last year. After discussion with the department, GEOC and the MUSI department mutually agreed that the course should be de-designated as Q. GEOC will thus begin the uncontested de-designation process this Spring after the final April Senate meeting.

General Education Course Substitutions, Transfers, and Adjustments

Status

There are two processes for reviewing and approving substitutions for General Education courses. Most substitutions are made at the School or College level. Of these, most are for transfer students who completed coursework at their previous institution or abroad. General Education credits in these cases are carried in a generic course code. The Registrar's office kindly supplies GEOC with a list of all substitutions made for enrolled students during the academic year.

The remainder of the substitutions are made at the University level through the Academic Adjustments Committee, for students with a significant disability whose documentation and educational history provide compelling evidence of an inability to complete graduation expectations. Chair Wagner is ex officio member of the Academic Adjustments Committee and attended all meetings this AY. In 2006 the university adopted a policy on academic adjustments for general education competencies, specifically Quantitative Reasoning and Second Language. Under this policy, academic adjustments are granted only when it is clear that the completion of the requirement is impossible due to a disability. Waivers of General Education Competencies are never granted. Academic adjustments, which may include course substitutions, are granted on a case-by-case basis.

Another source of General Education credits is through the Early College Experience (ECE) program. These are University of Connecticut courses taught by high school teachers throughout the State under the supervision of University departments. Numbers of ECE-related General Education substitutions are provided by the ECE program. Data include course substitutions granted for students matriculating to UCONN in the Fall semester, for ECE courses taken during the year prior to their matriculation. There are no W ECE substitutions.

Actions 2020-2021

After peaking at 230 course substitutions in 2016-2017, only 149 substitutions were granted by schools and colleges in 2017-2018, and these continued to decline again with a total of 107 substitutions in 2018-19 and 106 in 2019-20. The addition of the EL requirement, however, caused substitutions to jump back up to 211 this year (Table 9). The addition of EL would have increased the number of substitutions regardless, but the number of EL substitutions is particularly high, more than double the next largest in Second Language. The bulk of the substitutions, however, are from Neag, the School of Nursing, and Continuing Education/CETL. In Neag for instance, students are not admitted until their Junior year, so students who were admitted recently now found themselves under the requirements of a new catalog year with only two more years to finish their requirements. The school likely substituted more courses to

ease the burden on newly admitted students, so GEOC expects the EL substitutions to go down in the future as all students become subject to the EL requirement.

Table 9. Category Substitutions by School or College 2019-20.

Sch/Col	CA1	CA2	CA3	CA3-L	CA4	CA4-Int'l	Q	W	Env Lit	2 nd Lang	Total
ACES					1						1
AGHNR	8				3	2	1	3	3	7	27
BUSN					4				1	6	11
CLAS			1	2	1		9		2	19	34
CTED	1		2	1	1		4	1	26	3	39
EDUC	1		1	1					39	1	43
EGBU					2				1		3
ENGR	1	2			2	9		3	5		22
FNAR				1			1			4	6
NURS		1			1	1			19		22
PHAR					1	1		1			3
Total	11	3	4	5	16	13	15	8	96	40	211

Nineteen substitutions were also granted by the Academic Adjustments Committee (Table 10).

Table 10. Academic Adjustments.

Competency	Sought 2017-18	Denied 2017-18	Sought 2018-19	Denied 2018-19	Sought 2019-20	Denied 2019-20	Sought* 2020-21	Denied 2020-21
Quantitative	4	1	5	2	4	1	6	1
Second Language	19	0	19	2	16	2	16	2

*Note: This report was submitted before the final Round II Spring 2021 requests could be considered. Requests from Round II will be reported in the 2021-2022 GEOC report.

Students matriculating at UCONN in 2020-2021 used 4,752 ECE course enrollments from their studies the previous year towards their General Education requirements (Table 11). These numbers have steadily increased from previous years, as there were 4,559 such substitutions for the Fall 2019 and 3,732 for the Fall 2018 matriculating classes.

Director of Early College Experience (ECE), Brian Boecherer, explains this year's data as follows:

“You will see that there has been a slight increase in all areas. One note that may be interesting to you, last spring when the University granted students the opportunity to convert their courses to Pass/Fail, we did not allow that ability to our students. They are non-degree students and felt strongly that it would damage their ability to transfer their credits. Early indicators suggest we were justified in thinking so. Thus, all the data, like in the past, are based off of students bringing in credit with a grade of C or higher. Lower grades are not calculated because it would not be recommended to bring in lower grades to your degree transcript.”

Table 11. ECE transfers into General Education, 2011-Present*

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
CA1	253	200	205	147	227	202	194	736	942	994
CA2	106	147	128	62	118	182	167	303	409	477
CA3	64	87	89	39	63	96	104	152	190	205
CA3-LAB	476	458	594	369	495	591	565	982	1,291	1,303
CA4	14	8	4	7	10	6	21	89	86	99
CA4-INTL	8	15	8	6	19	13	24	82	122	132
ENVIRO								140	172	195
Content Area Total	921	915	1,028	630	932	1,090	1,075	2,484	3,212	3,405
Q	589	810	760	476	561	798	698	1,248	1,347	1,402
W	43	26	0	0	0	0	0	0	0	0
Competency Total	632	836	760	476	561	798	698	1,248	1,347	1,347
Grand Total	1,553	1,751	1,788	1,106	1,493	1,888	1,773	3,732	4,559	4,752

* Starting 2018-2019, a more inclusive methodology was applied. It takes three previous years of UCONN ECE students and compares it to the incoming class. Previously the request was last year's students.

Communication about the value of the General Education Curriculum and plans to change its structure and goals

Status

A Task Force was convened in the 2015-2016 academic year, following a charge by the University Senate Executive Committee to the Senate Curricula and Courses Committee to conduct an in-depth assessment of the University's current General Education system. Their findings culminated in a set of recommendations that were modified into a resolution that was approved by the Senate in its meeting of 5 December 2016. The Senate charged the Curricula and Courses Committee to act on the report's recommendations by: 1) Doing a better job of communicating the values and the importance of General Education to all constituencies involved, including students, faculty and advisors; 2) Developing a single landing site webpage devoted to general education; 3) Restating the broad goals of General Education with clearer and more forceful language; 4) Investigating further the possibility of changing the General Education requirements; 5) Seeking ways to address students' desire for training in life skills, while clearly distinguishing such training from the mission of general education. In the resolution, the Senate also urged the University to: 1) Establish a governing body for assessment at the university level; 2) Provide additional support to faculty who teach General Education courses, including TA support for large lectures and resources on how to teach General Education courses.

From 2017-2019, the Delta2 GE Task Force, empaneled by the Senate, considered the General Education curriculum and how its purpose is being communicated. In April 2019, the Delta2 GE Task Force presented a report to the Senate. On April 29, 2019 the Senate accepted "the Delta GE Task Force report and its vision for a new curriculum. The Senate C&C further recommends that the SEC empanel a Delta2 GE Force in 2019/20 to refine components of the proposed curriculum and to prepare an implementation plan"(Senate Minutes 4-29-19). The Delta2 GE Task Force is co-chaired by a continuing member of the Delta Gen Ed Task Force, Tom Long, and GEOC Chair Wagner. At the same time, through the presidential initiative on Life-Transformative Education (LTE), led by Vice Provost

for Academic Affairs, John Volin, the LTE Task Force was formed. The task force includes “a team of visionary leaders from all levels of the university with the ultimate goal to make life-transformative education the foundation of UCONN’s educational philosophy by creating grassroots, bottom-up change with institutional support” (Life-transformative Education, UCONN, n.d.). Chair Wagner is a member of the LTE Task Force.

Over the past two years, the Delta2 GE Task Force continued to refine the proposed framework for General Education at UCONN entitled Core Curriculum for Leadership and Global Citizenship. Details can be found at <https://delta.senate.UCONN.edu/>. The Delta2 GE Task Force is engaged in communications with the university community to seek feedback to further refine the proposal. The current plan is to hold a special Senate meeting dedicated to introducing and discussing the Delta2 GE Task Force’s proposal and to vote on the proposal during the October 2021 Senate meeting.

Actions 2020-2021

GEOC engaged in several activities in support of the Senate recommendations.

WE continue to consider the Provost’s General Education Course Enhancement Grant Competition to be one of the most effective examples of creating awareness of the value of general education. Over the years, the Provost Competition has encouraged and enabled colleagues to think about general education in creative and innovative ways which resulted in numerous cutting-edge additions to and enhancements of existing courses in the UCONN General Education Curriculum. Below, we provide suggestions for how to further improve aspects of the Provost’s General Education Course Enhancement Grant Competition.

Chair Wagner met with the various subcommittee co-chairs to determine and address the varied needs of the subcommittees. As a result and as discussed above, the W subcommittee continues to consider the creation of recommendations concerning the training of graduate students who teach W courses. Based on the Senate charge from the prior AY, GEOC charged an FYW working group with the review of GEOC guidelines and the Senate By-Laws and bring back to GEOC proposals to modify them so that it is clear FYW is part of the University General Education Program. This work was started in the AY 2020/21 and will continue into AY 2021/22. A Q working group considers whether there should be changes to the Q requirement in addition to their recommendations with regard to improving the communication of the current requirement. GEOC continues to update the webpage in order to communicate GEOC matters to the community more clearly. We also continuously engage in conversations on how to streamline and clarify the CAR process with regard to General Education. Changes were made to the CAR form based on resulting recommendations.

As last year, Chair Wagner presented on the value of general education to the Orientation Leaders-in-Training in March. Based on feedback from Maria Sedotti, Director of the Storrs Orientation Services, this could be an opportunity to reach students before they arrive at UCONN to discuss general education from a complex perspective. Spending time with Orientation leaders also provided valuable information for areas that can be addressed in future meetings with students.

Chair Wagner coordinated the flow of pertinent information between GEOC, the Delta2GenEd Task Force, and the LTE Task Force in order to allow for possible synergies. Possible cross-pollinations of ideas are likely in discussions of a) the value and importance of general education; b) cutting edge approaches to teaching and learning; c) examples of best practices at UCONN and at other institutions, d) and findings from student interviews and focus groups concerning experiences they considered to be life-transformative.

Actions 2020-2021 that continue into AY 2021-20222

This AY, Chair Wagner met with colleagues from the university community who commented on aspects that can be improved in the Provost's General Education Course Enhancement Grant Competition. For example, there were suggestions to increase outreach to faculty with expertise in the priority areas, change the composition of the review committee, and address lack of coordination concerning course approval at the departmental level.

The above-mentioned working groups deliberating on FYW, Q, and W will continue their work next AY.

Additionally, GEOC plans to make adjustments to the course review process and the course alignment process. For example, one suggestion is to provide ample opportunity for proposers whose courses might be declined to engage with GEOC before the final vote occurs. In the alignment process, proposed changes concerning material requested from departments will be discussed.

GEOC plans to engage in outreach to the university community to discuss the importance of General Education and to facilitate the process of proposing new General Education courses. For example, one plan is to offer workshops for colleagues who are interested in submitting proposals to the Provost's General Education Course Enhancement Grant Competition. Another idea is to create ad hoc workshops for new colleagues to advise them concerning the course proposal process in general and about specific criteria of content areas and competencies.

Concluding Remarks

In conclusion, General Education at UCONN finds itself in an interesting phase in which the established curriculum requires oversight while a new General Education curriculum is in the process of being designed. Despite challenges due to the pandemic, GEOC fulfilled its regular duties while also remaining interested and engaged in providing feedback on the new curriculum and the high number of new general course proposals.

At the end of AY 19/20, at the beginning of the pandemic, GEOC acknowledged that while the current crisis related to Covid-19 posed challenges for the entire university special attention would have to be paid to how general education courses could be continued to be delivered effectively. GEOC monitored the situation throughout the AY 2020/21 and will continue to participate in conversations to address challenges as swiftly as possible.

GEOC is grateful for the fruitful collaboration with the UCONN administration and the Senate Executive Committee as well as to the UCONN community for their support and engagement.

Many thanks to Fabrice Baudoin, George Gibson, Beth Ginsberg, Suman Majumdar, Tom Scheinfeldt, Kathleen Tonry, and Jason Vokoun, who provided immensely valuable input to GEOC and are now rotating off of this committee.

GEOC is tremendously indebted to Karen Piantek McDermott for her outstanding administrative support and for sharing her exceptional competence.

Respectfully submitted, 4/19/2021
Manuela Wagner

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GEOC Committee Membership, 2020-2021 Academic Year

Name	Position
Manuela Wagner	GEOC Chair
Michele Back	SL Competency Co-Chair
Fabrice Baudoin	Q Competency Co-Chair
Oksan Bayulgen	CA4 Co-Chair
Lisa Blansett	First Year Writing Chair (Ex-Officio)
Brenda Brueggemann	Information Literacy Chair
Kun Chen	Q Competency Co-Chair
Robert Day	CA2 Chair
Kelly Dennis	CA1 Co-Chair
Alex Gatten	First Year Writing - Alt (Ex-Officio)
George Gibson	CA3 Co-Chair
Beth Ginsberg	W Competency Co-Chair
Ali Gokirmak	CA3 Co-Chair
Lori Gresham	W Competency Co-Chair
Suman Majumdar	Q Competency Co-Chair
Morty Ortega	CA4 Co-Chair
Tom Scheinfeldt	Information Literacy Co-Chair
Eric Schultz	Senate Curricula & Courses (Ex-Officio)
Jennifer Terni	CA1 Co-Chair
Kathleen Tonry	E Literacy Co-Chair
Eduardo Urios-Aparisi	SL Competency Co-Chair
Jason Vokoun	E Literacy Co-Chair
Karen C. P. McDermott	Admin: Program Assistant

GEOC Subcommittee Membership, 2020-2021 Academic Year

<p>CA1 Arts & Humanities Kelly Dennis (ART & ARTH), Co-Chair Jennifer Terni (LCL), Co-Chair Dwight Codr (ENGL) Anna Lindeman (DMD) Polya Tocheva (Law Library)</p>	<p>Writing Beth Ginsberg (POLS), Co-Chair Lori Gresham (PSYC), Co-Chair Alex Gatten (FYW) Renee Gilberti (ISS/McNair) Oliver Hiob (ENGL) Challa Kumar (CHEM) Kevin McEvoy (MKTG) Jesus Ramos-Kittrell (MUSI) Luciana Santoferrara (EEB) Carol-Ann Wetmore (NURS)</p>
<p>CA2 Social Sciences Robert Day (BUSN), Co-Chair Co-Chair TBD David Atkin (COMM) Kenneth Lachlan (COMM)</p>	<p>Quantitative Kun Chen (STAT), Co-Chair – Sabbatical Fall 2020 Fabrice Baudoin (MATH), Co-Chair Suman Majumdar (STAT), Co-Chair Jennifer Tufts (SLHS)</p>
<p>CA3 Science & Technology George Gibson (PHYS), Co-Chair Ali Gokirmak (ECE), Co-Chair Richard Mancini (ANSC) David Perry (PHYS) Peter Schweitzer (PHYS)</p>	<p>Information Literacy Tom Scheinfeldt (DMD), Co-Chair Brenda Brueggemann (ENGL), Co-Chair Lisa Blansett (ENGL) Jonathan Moore (BUSN) Marcus Rossberg (PHIL) Anke Finger (LCL)</p>
<p>CA4 Diversity & Multiculturalism Oksan Bayulgen (POLS), Co-Chair Morty Ortega (NRE), Co-Chair Anne Borsai Basaran (COMM) Trudi Bird (ENGL) Alana Adams (Business Advising)</p>	<p>Second Language Eduardo Urios-Aparisi (LCL), Co-Chair Michele Back (EDCI), Co-Chair Anne Gebelein (El Instituto)</p>
<p>Environmental Literacy (NEW) Kathleen Tonry (ENGL), Co-Chair Jason Vokoun (NRE), Co-Chair Annelie Skoog (MARN) Marina Astitha (CE) Christopher Elphick (EEB) Syma Ebbin (ARE) Janet Pritchard (ART & ARTH) Robert Thorson (GSCI)</p>	<p>Digital/Information Working Group Tom Scheinfeldt (DMD), Co-Chair Brenda Bruggeman (ENGL), Co-Chair Lisa Blansett (ENGL) Scott Campbell (ENGL) Ellen Carillo (ENGL) Anke Finger (LCL) Sara Harrington, University Library Oliver Hiob-Bansal (ENGL) Jonathan Moore (OPIM) Marcus Rossberg (PHIL)</p>

	Marie Shanahan (JOUR) Stephen Slota (EPSY) Stephen Stifano (COMM) Matt Worwood (DMD)
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Provost's Competition Selection Committee

Pam Bedore, ENGL Alaina Brenick, HDFS Brenda Brueggemann, ENGL Laura Burton, EDLR James Chrobak, PSYC Annamaria Csizmadia, HDFS Lindsay Cummings, DRAM Syma Ebbin, Sea Grant, Avery Point Mitchell Green, PHIL Barbara Gurr, WGSS Kyle Hadden, PHAR Challa Kumar, CHEM George Michna, ED John Redden, PNB Lauren Schlesselman, CETL Eric Schultz, EEB (Ad hoc reviewer) Lisa Werkmeister Rozas, SSW

Appendix A: Course Selection for Alignment

1. Using the Six-Year Alignment Schedule, the departments that are up for alignment in the current year are determined.
2. Using enrollment data from the previous academic year, the number of sections and enrollment for every Gen Ed course for each eligible department up for alignment is recorded.
3. It is noted whether courses are offered at any of the Regional campuses.
4. When all courses for each department have been logged, the largest course will be pre-selected and will automatically be aligned for whatever content area(s) or competency/ies it carries.
5. After that, an online random number generator is used to choose two of the courses for each content area and/or competency. If there is only one eligible course in an area, that course is automatically selected for alignment. If there are multiple courses available for CA3, one selected should be Lab and one should be non-Lab if possible. If there are multiple courses available for CA4, one should be International and one should be non-International if possible.
6. In alternate cycles, the GEOC Chair may approve the selection of the second-largest course so that the same large course is not always being aligned every cycle.
7. Once courses are selected, all possible record sites are checked to verify that the course has not been added, revised, or reviewed in the past five years.
8. If a course is found to be ineligible for alignment, the random number generator is again used to select another course.

9. If a department has no courses eligible for alignment, their responsibility is fulfilled for that cycle. If the department only has courses eligible for some content areas or competencies, they are only responsible for courses in those areas.

Appendix B: Procedures for De-Designating General Education Courses that No Longer Meet the Criteria

Procedure for De-designating General Education Courses

Per Senate By-Laws, Rules and Regulations on General Education, Section 2.d.:

The GEOC is charged with:

- proposing to the Senate goals and objectives of the Content Areas and Competencies;
- proposing policy regarding the University-wide General Education program;
- reviewing proposals for including, revising, deleting, and offering in intensive sessions of four weeks or less, courses that are in the General Education Curriculum;
- reporting on enrollment in courses in the General Education Curriculum and how the courses are staffed;
- **monitoring courses in the General Education Curriculum to ensure that they continue to meet curricular goals and objectives approved by the Senate, and recommending removal of courses from the General Education Curriculum that no longer meet these criteria;** and,
- reviewing the General Education Curriculum to ensure that its goals and objectives are aligned with the academic plan of the University.

Recommended De-designation Procedure:

1. GEOC completes its Alignment review of Gen Ed courses by late March.
2. Once GEOC's Alignment report is approved by the Senate C&C, the GEOC Chair immediately provides heads of any department whose courses did not align all evidence that supported the finding of non-alignment.
3. Response of the department head to the notification determines whether de-designation is Uncontested or Contested.
 - a. **Uncontested** – The Department Head agrees that the course does not align and no longer wishes to offer the course as Gen Ed.
 - b. **Contested** - The Department Head disagrees that the course does not align and refuses to make GEOC-required changes.
4. In the case of *uncontested* de-designation, GEOC notifies the Department Head in writing by email of GEOC's intent to de-designate. The Senate Curricula and Courses Committee Chair will be CCed. This notification becomes part of the official record and is attached to the Course Action Request (CAR) implementing de-designation. No further action is taken for four weeks to ensure that the department has time to convene their Curricula and Courses committee if needed and that the committee agrees with de-designation. The four-week time period begins when it is confirmed that notification has been received by the department head. Proof of confirmation shall

be either an email response from the department head or delivery of a “read receipt” notice from the department head.

5. In the case of *contested* de-designation, GEOC notifies the Department Head in writing by email of GEOC’s intent to de-designate. The Senate Curricula and Courses Committee Chair will be CCed. The department may appeal the decision to GEOC and the relevant subcommittee(s). If the appeal is unsuccessful, GEOC notifies the Department Head of GEOC’s intent to proceed with de-designation. This notification is kept as part of the official record and is attached to the CAR implementing de-designation. No further action is taken for four weeks to ensure that the department has time to convene their Curricula and Courses committee if needed and that the department head has time to inform the committee of the continued intent to de-designate. The four week time period begins when it is confirmed that notification has been received by the department head. Proof of confirmation shall be either an email response from the department head or delivery of a “read receipt” notice from the department head.
6. On rare occasions, a department may be nonresponsive to GEOC’s communications regarding an unaligned course. In these cases, the GEOC Chair will make up to three good-faith efforts to contact the department head using various means, including email, phone calls, and/or in-person visits if possible. If after three attempts the department has not responded, the GEOC Chair will reach out to the Senior Vice Provost for Academic Affairs for guidance on how to proceed.
7. After four weeks, GEOC completes a CAR for de-designation. Most courses are de-designated via course revision, but a course deletion will be necessary to remove the W version of a course that has W and non-W versions. The CAR is reviewed and voted upon by the Senate Curricula and Courses Committee, for review and approval. GEOC notifies the Chair of the school or college Curricula and Courses Committee of this action.
8. If approved by the Senate Curricula and Courses Committee, the course action is proposed to the University Senate. If the motion passes in the Senate, the course will lose its Gen Ed designation as of the next catalog year. Students who take the course in the current catalog year still receive Gen Ed credit for the course because the catalog change can only go into effect for the following catalog year. The de-designation is not retroactive. Students who have already passed the course and received Gen Ed credit will retain their Gen Ed credit.
9. It is possible to remove one specific Gen Ed designation from a course while allowing it to retain others. For example, a course designated CA1, CA4, and W can have the CA4 designation removed while still retaining its CA1 and W status.

Failure to Make Agreed-Upon Alignment Changes:

In most cases, departments willingly agree to make the requested changes to their courses to bring them into alignment. However, in order to ensure compliance, the following procedure is proposed:

1. Once a department has agreed to bring their course into alignment, the department head or designated faculty member will have six (6) months to submit evidence to GEOC that the course has been brought into alignment. Depending on the specific alignment issue with the course, “evidence” of change will likely entail the submission of an updated syllabus or other course documents that show changes have been made. If the alignment issue requires a change to catalog copy, “evidence” shall be the submission of a new CAR form showing the required changes.

2. If the course is still deemed by GEOC to be unaligned, the department will have four additional weeks to bring it into alignment. The four-week time period begins when it is confirmed that notification has been received by the department head. Proof of confirmation shall be either an email response from the department head or delivery of a “read receipt” notice from the department head.
3. If the revision is still unaligned after this additional four-week period, GEOC will notify the department of the intent to de-designate, and the procedures listed above will then go into effect, depending on whether the de-designation is contested or uncontested.